



Wildlings

Special Educational Needs Policy

Policy statement

At Wildlings we recognise that all children have the right to access a balanced and broad curriculum, allowing each child to progress and learn at a pace and level which reflects their individual abilities. Wildlings believes that all children have the right to gain new experiences through its holistic approach to develop their understanding and knowledge alongside their peers no matter what their individual needs and are committed to the inclusion of all children.

Definition of Special Educational Needs

Wildlings staff recognise children if they have a learning difficulty that requires additional provisions to be made for them.

Children have Special Educational Needs if they:

- A.) Have significantly greater difficulty than the majority of children of the same age.
- B.) Have a disability which prevents or hinders them from making use of educational facilities or provisions provided for children of the same age within the setting.
- C.) Are under compulsory school age and fall within the definition of (A) and (B) above or would do so if Special Educational Needs Provision were made for them.

Staff are required to monitor each child's development through observation, reports and tracking. Through this process, staff can identify any child who may be experiencing difficulties in any specific areas and ensure the needs of such children are identified and are met.

Parent Partnership

Only by working in effective partnership with parents/carers staff will be able to put in place actions to meet the needs of the individual child fully. When a child presents with specific individual needs already identified, staff are required to gather from parents and previous setting all information available to support the inclusion of the child. Ongoing dialogue and shared written information will ensure that an accurate assessment of the child's abilities and needs is maintained. When a child is identified by staff as experiencing difficulties in specific areas which require additional support or interventions, the staff are best placed to decide when to inform parents that their child is likely to receive Special Educational Provision. However, this information must be shared at the earliest opportunity and be part of the process of regular communication between Wildling and home. Staff will always endeavor to provide support for families. Staff must maximize opportunities for parent involvement by arranging family events and an open-door policy and regular parents' evenings.

The Role of SENDCo

Our Wildlings Special Educational Needs and Disability Coordinator (SENDCo) will work closely with staff to make sure there are systems in place to plan, implement, monitor the special needs policy at Wildlings and ensure records are shared with parents and any outside agencies.

Wildlings Actions

If the child is identified with Special Educational Needs, The SENDCo, working alongside colleagues and parents, will assess and record the child's needs and provide an Individual Education Plan providing a clear outline of future support. This plan will be continually under review. If the child is still not considered to be

making sufficient and appropriate progress, the SENCO, and staff, in consultation with parents may require external support from outside agencies. The level and range of support available through the local authority may vary subject to local policies. Staff at Wildlings will be required to follow advice and actions given by external agencies, incorporating their guidance into the child's IEPs, and providing relevant information where needed. Ongoing reviews of the IEP should be used to inform overall planning of the delivery of sessions, ensuring that the child's specific needs are addressed.

Individual Education Plans

The IEP must clearly state the short-term targets for the child, the nature of the staff intervention and the use of any resources and support. The IEP should detail when reviews are scheduled and identify any involvement with outside agencies. Copies of the IEP should be provided for parents, as well as kept on record by the child's Key worker and nursery SENCO.

Forest School

During our Forest School sessions Wildlings ensure we are inclusive and accessible. Staff are skilled at offering dynamic sessions to ensure all children's needs and interests are provided for. We have access to different sites, areas of woodland and equipment to ensure we can offer quality to every child. We will work with families to develop an appropriate support plan to allow safe access for all children. Sessions are child led ensuring that interests and abilities are accommodated.

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